



Writing

Level 2 - Ept4



A.

Skill Presentation

If we have two sentences and they both talk about the same idea, we can say they're **related**.

- She reads books. She is very smart.
- Blue is my favorite color. I don't like black.

If we have two sentences with two completely different ideas, don't connect them with a **conjunction**.

- Mark is sick, **but** the teacher likes my answers. **X**

As mentioned, **compound sentences** express at least two complete related ideas.

If they ideas are **not related**, we can't join them, we can't connect them with a **conjunction**.

We should keep them as two simple sentences.

We shouldn't make a **compound sentence** out of them.

- John is from America. He says **apartment**.

They are **related** because John is from America, he calls that place an **apartment**.

If he were not from America, he would say **flat** not **apartment**.



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A.

Skill Presentation

The three main **conjunctions** that are frequently used are:

But is used to join contrasting ideas.

- She eats a lot, **but** she doesn't get fat.

So is used to connect a cause and result.

- John is from America, **so** he says apartment.

And is used to connect two similar ideas.

- Cleaning the streets makes them look good, **and** it makes people happy.



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B.

Over to You

1. Read the paragraph. How many conjunctions are there? Circle them and check (✓) the correct answer.

Teenagers sometimes speak differently from adults, and they use special words. This helps teens feel unique, and it makes them feel independent. Some of these words are old, but others are very new. For example, teens first started saying cool in the 1940s, and they still say cool today. In the past, teens used other special word, but many of them are not used today. In the 1960s, teens said groovy, but they do not use that word now. Teenagers want to be unique, so they often use different words from adults.

- ☐ a. There are five conjunctions.
- ☐ b. There are seven conjunctions.
- ☐ c. There are ten conjunctions.



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B.

Over to You

2. Match the two parts of the compound sentences.

- | | |
|--|--|
| 1. Pop is a common word in Michigan, | a. ...and others call it tonic. |
| 2. My aunt lived in Boston, | b. ...so I looked them up online. |
| 3. Some people call cola soda, | c. ...and it comes from French. |
| 4. Ballet is a borrowed word in English | d. ...so many people understand it. |
| 5. Groovy was used in the 1960s, | e. ...and sometimes I use a thesaurus. |
| 6. Bus is an international word, | f. ...but it is rare in California. |
| 7. I do not understand this word, | g. ...but now it is almost never used. |
| 8. I could not find the definitions in the dictionary, | h. ...but I know how to pronounce it. |
| 9. Sometimes I use a dictionary, | i. ...so she says tonic. |



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3. Check!

1. A compound sentence expresses at least _____ complete ideas. The ideas must be _____ to each other.
2. The ideas can be connected with and, but, or so. _____ connects two similar ideas. _____ connects two contrasting ideas. _____ connects a cause and a result.

C. Practice

1. Read each sentence in the chart. Decide if the word in colored is a correct or incorrect conjunction. Check (✓) the box in the correct column.

| | Correct Conjunction | Incorrect Conjunction |
|---|--------------------------|--------------------------|
| 1. English gives words to other languages, and other languages add words to English. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I call this sandwich a hero, so my friend calls it a hoagie. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. English has many words from French, so it has some from German. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. We say elevator in the United States, but they say lift in England. | <input type="checkbox"/> | <input type="checkbox"/> |



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C.

Practice

| | Correct Conjunction | Incorrect Conjunction |
|---|--------------------------|--------------------------|
| 5. I did not know the definition, but I used the dictionary. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Americans say stroller, but they say pram in England. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I say you guys, so my friends from the South say y'all. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. My roommates are learning English, and they are studying Chinese at school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I lived in the Midwest, so I use words that are common in that part of the country. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Bravo is a foreign word, and we use it in English. | <input type="checkbox"/> | <input type="checkbox"/> |



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C.

Practice

2 Read each sentence and complete it with the correct conjunction (and, or, but, or so).

1. Some people speak fast, _____ they speak clearly.
2. He is from the South, _____ he says y'all.
3. American use different words, _____ they speak differently, too.
4. We wanted to see more of the city, _____ we didn't have time.
5. English has many words from other languages, _____ they are considered English words now.
6. Many French words are now international, _____ they are used all over the world.
7. Some words are common, _____ they are used in several languages.
8. People with a drawl stretch out the vowel sounds, _____ they speak slowly.
9. Origami was originally a Japanese word, _____ it is now used in English, too.
10. Most people use abbreviations when they text, _____ they also use special words.



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The Answer

B. Over to You

1-

Teenagers sometimes speak differently from adults, **and** they use special words. This helps teens feel unique, **and** it makes them feel independent. Some of these words are old, **but** others are very new. For example, teens first started saying cool in the 1940s, **and** they still say cool today. In the past, teens used other special word, **but** many of them are not used today. In the 1960s, teens said groovy, **but** they do not use that word now. Teenagers want to be unique, so they often use different words from adults.

2-

1. f
2. i
3. a
4. c
5. g
6. d
7. h
8. b
9. e

3-

1. two, related
2. And, But, So

C. Practice

1-

1. correct conjunction
2. incorrect conjunction
3. incorrect conjunction
4. correct conjunction
5. incorrect conjunction
6. correct conjunction
7. incorrect conjunction
8. correct conjunction
9. correct conjunction
10. incorrect conjunction

2-

1. but
2. so
3. and
4. but
5. but
6. so
7. but
8. so
9. but
10. and